DOCUMENT RESUME

ED 310 589 EC 220 793

TITLE	Special Education Resource System Guidelines. Revised.
INSTITUTION	Texas Education Agency, Austin.
REPORT NO	TEA-AD8-330-02
PUB DATE	Aug 88
NOTE	38p.
AVAILABLE FROM	Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701 ($1.00).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Clearinghouses; *Disabilities; Educational Technology; Elementary Secondary Education; *Information Services; *Instructional Materials; *Learning Resources Centers; School Districts; Special Education

ABSTRACT

A Special Education Resource System (SERS) is a local school district's clearinghouse for all instructional materials used to teach handicapped students in any given instructional arrangement. It gives teachers ready access to instructional resources that correlate with the district's curriculum objectives and the student's individual educational plan. Services offered by a SERS may include loaning materials and equipment, training personnel to use materials and educational technology, providing access to information retrieval programs, disseminating information, and providing other services related to instructional materials. Implementation of a SERS begins with a needs assessment, followed by consideration of policies, funding and support services, staffing, organizational plan, and inventory of holdings. The materials collection is operated through selecting and analyzing materials, ordering, receiving, accessioning and classifying, cataloging, distributing, and purging. The SERS collection and services should also be evaluated periodically. Appendices include a list of criteria for the selection of instructional materials and a sample SERS newsletter. (JDD)

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SPECIAL EDUCATION RESOURCE SYSTEM GUIDELINES

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AUGUST 1988

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ACKNOWLEDGMENTS

This publication was revised with the assistance of a statewide committee. Special thanks goes to this committee for its valuable contribution.

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WHAT IS A SPECIAL EDUCATION RESOURCE SYSTEM?

A Special Education Resource System (SERS) is a local school district's clearinghouse for all instructional materials used to teach handicapped students in any given instructional arrangement. It gives teachers ready access to instructional resources that correlate with the district's curriculum objectives and the student's individual educational plan (IEP). A SERS also brings districts into compliance with State Board of Education rule 19 TAC 89.252(a)(1).

The SERS is designed to help teachers select the right instructional materials to use with their handcapped students. In this process of instructional material selection, the staff of a SERS provide specific support services which include:

- selecting
- analyzing
- ordering
- processing
- circulating
- accounting
- purging outdated or inappropriate materials
- training in the use of materials
- inventorying current holding

There are distinct differences between the services offered by a SERS and a special education instructional materials center (SEIMC). Three of these differences are shown in the following chart:

SERS	SEIMC
Is located at the local education agency or cooperative	Is located at the education service center
Loans media and materials to support the essential elements identified in the IEP	Loans media and materials for a short-term evaluation period
Maintains materials for use in the designated instructional arrangement	Maintains materials for use in technical assistance

WHAT BASIC SERVICES ARE PROVIDED?

Services offered by a SERS vary according to funding levels (which also influence the size of the holdings), the personnel and their expertise, the variety of activities available to eligible users, and the information disseminated about media, materials, and educational technology. Duplication of services can be prevented by coordinating with existing resource centers and other materials distribution services.

The primary services which should be offered include:

Loaning items from the materials/equipment collection, including:
- instructional material;
- computer software;
- professional material;
- teacher-adapted material;
- inservice materials; and/or
- student assessment materials.

Training personnel to use media, materials, and educational technology, including:
- SERS staff responsible for operations;
- eligible users responsible for adapting materials to meet district or individual curriculum objectives; and/or
- regular teachers responsible for adapting curriculum and materials to the needs of handicapped students.

Providing access to information retrieval programs—computerized or manual—to match appropriate instructional materials to students' learning needs.

Providing liaison service between the regional SEIMC and the district's continuum of services for handicapped students.

Providing services related to materials, including:
- instructions for ordering consumables;
- guidelines on the use of funds for consumable materials including lists of suggested items;
- guidelines on any accountability procedures and/or mechanisms for repeated use, if applicable;
- patterns and plans of teacher-made items; and/or
- copies of teacher-made items held by the SERS.

Disseminating information:
- Relevant topics for dissemination include:
  - services available;
  - how to access services;
  - new media and materials; and/or
  - planned inservice or training that may be pending.

- Methods for disseminating information include:
  - card catalogs;
  - computer printouts;
  - typed lists;
  - annotated listings;
  - newsletters;
  - brochures;
  - flyers;
  - faculty meetings;
  - meetings with school staff;
  - bulletin board advertisements;
  - open houses;
  - orientation tours; and/or
  - newspaper articles.

HOW IS A SPECIAL EDUCATION RESOURCE SYSTEM IMPLEMENTED?

The first recommended step in implementing a SERS is to evaluate information from a needs assessment relating to student performance, classroom teacher input, SERS staff, support staff, and existing resources available. This will ensure that the SERS materials and procedures reflect the current needs of the service area.

Needs assessments of the students should include the number of students needing services, their handicapping conditions, levels of functioning, learning process, and their IEPs. This is the same information that the teacher uses to decide what method and materials will help each student master the essential elements or achieve the goals and objectives in the student's IEP.

The second and subsequent steps involve consideration in five broad areas: policies, funding and suppport services, staffing pattern, organizational plan, and inventory of holdings.

POLICIES

A SERS needs written policies, developed by district administrators, to operate efficiently and effectively. The policies should be changed as needs or conditions arise. Policy decisions need to be made about the following items:

Eligible Users
Eligible users could include persons working in special education, regular education teachers who have mainstream special education students, support personnel, special education or regular education teacher aides, and possibly student teachers, parents of special education students, or other users.

Geographical Area
A policy should be developed which delineates the area the SERS will serve. It should at least encompass the district or cooperative in which it is located.

Budget Policies
Budget policies should be developed about operating the SERS.

Personnel Duties and/or Responsibilities
Personnel responsibilities can be combined into three categories: administrative, professional, and para-professional.

Ownership of Materials
Ownership of materials in a cooperative should be clearly delineated. Materials purchased before the cooperative formed need to be marked to indicate ownership by the school district. The participating districts may want to draft an agreement about dividing materials purchased by the SERS in the event a school district withdraws or a cooperative splits or dissolves. The fiscal agent is considered the legal owner of all materials purchased by a SERS cooperative.

Selecting Instructional Resources
A SERS should have a written policy which addresses the selection/analysis processes. Analysis of instructional materials provides pertinent data needed to select appropriate materials for handicapped students. The staff members or advisory group that selects materials for the system should help develop this policy. There are three factors which need to be addressed: criteria for selecting resources, developing the selection process, and deciding who will be involved in the process. One set of criteria for selecting instructional materials is included in the Appendix.

Advisory Committee or Council
An advisory committee or council could provide valuable input to SERS program administrators about what users want and need regarding materials, training sessions, changes in services, parental concerns, and other unique functions. Committee members could come from various disciplines in education and related agencies. This committee is optional.

Operating Procedures
Operating procedures for each SERS should be clearly defined and updated on a regular basis.

FUNDING & SUPPORT SERVICES

A single member district or special education program cooperative can use local, state, or federal monies, or a combination of these funds, to operate the SERS. State Board of Education rules and federal guidelines determine the types of items which can be purchased from each source.

State Funds (SBOE 89.251, 89.252(a)(b))
State special education funds can be used to buy special materials, supplies, and equipment which directly relate to a handicapped student's IEP and which are not part of the regular classroom. Items which can be found in any regular classroom, such as desks, tables, chairs, bulletin boards, or chalkboards, cannot be purchased with state special education funds.

Special materials include media packages, kits, manipulative devices, teaching games, books, or items needed to support instruction and related services for special education students.

Special supplies include consumable instructional supplies but not office or routine classroom supplies. Consumables are instructional materials which are used in a one-year period. Routine classroom supplies are defined as regular supplies for classroom use purchased with the same amount of money as that spent for classroom supplies for a regular education student.

Special equipment includes:
- adaptive equipment such as communicative devices and special seating or items needed for related services;
- audiovisual machines used to provide or improve instruction;
- computers used only by handicapped students for instruction; and
- computers or other equipment for administrative purposes if bought with the 15% administrative cost portion.

The SERS operation is the responsibility of a professional person certified in special education. This position can be funded through the program portion of state special education money. Instructional aide(s) can be paid from the 15% administrative cost portion of the state special education money and assigned full- or part-time to the SERS.

Federal Funds (Education of the Handicapped Act—Part B)
Federal funds can supplement state funds for special education instructional materials and supplies. When state funds are depleted, federal funds may be used to buy the same items as state monies—materials, instructional supplies, equipment, or personnel. However, districts or cooperatives should carefully document that the state money has been depleted before using federal funds for these items.

Local Funds
Local funds can also be used to supplement state dollars. That is, local money can be used for furniture, equipment, chairs, tables, and other items which cannot be bought with state or federal funds. If instructional material or equipment is purchased with local funds for use with handicapped students, it should be classified and cataloged as a part of the SERS.

Textbooks for Special Education
Students enrolled in special education programs are entitled to the same percentages of state-adopted textbooks as regular education students. Textbook selection should be based on individual needs. State-adopted textbooks used in Texas public schools are available to handicapped students at the grade level on which they are achieving.

Forms for obtaining textbooks are distributed by the Division of Textbooks at the Texas Education Agency. To obtain textbooks, these instructions should be followed:

- Include students enrolled in special education programs in the district's total enrollment figure. This figure is the basis for textbook requisitions.

- Include teachers of handicapped students in the count for each grade and subject level taught so that teachers' editions, manuals, and guides can be provided.

- Build a suitable library of materials for use by teachers and students by keeping up to 25% of out-of-adoption textbooks.

- File a supplemental request if the past year's annual requisition for textbooks did not include special education students in the total enrollment.

Textbooks, Materials, & Media for Visually Handicapped
Visually handicapped students will be furnished special textbooks and other special materials as required by state and federal statutes.

Public school districts register their visually handicapped students with the Texas Education Agency by the first Monday of every January. This annual registration verifies the student's eligibility for state-funded educational materials. Part of the state funds allocated to special education programs for personnel, materials, appraisal, and consultant services for all eligible handicapped students can be used to acquire special materials for visually handicapped students.

When materials and media for visually handicapped students are not available from other sources, supplemental funding for these items may be requested from the Texas Education Agency.

STAFFING PATTERN

The staffing pattern for the SERS should be determined by the size of the district or cooperative and students' handicapping conditions, educational levels, instructional arrangements, and needs. A professional person certified in special education is responsible for managing, planning, and administering a SERS. Staff could be supplemented by involving parent groups or other organizations that provide volunteers.

The specific roles and responsibilities of the SERS staff include, but are not necessarily limited to:

Administrative (Director of Special Education)
- serving directly under school superintendent in developing the SERS plan of operation;
- assigning staff and delegating responsibilities;
- approving SERS administrative procedures and all policy statements concerning objectives and eligible users;
- recommending budget approval and signing all purchase orders for instructional materials/equipment; and
- acting as liaison between local districts and education service centers to discuss problems and solutions.

Professional (SERS Coordinator/Supervisor of Special Education, Materials Consultant, Materials Specialist)
- supervising staff and operation of SERS;
- selecting, in cooperation with teachers and support staff, instructional materials to buy;
- attending ESC planning and training meetings about SERS' administration;

- meeting with publishing company representatives, attending professional conferences, and reviewing current catalogs and periodicals to learn about materials;
- helping admission, review, and dismissal (ARD) committee members select appropriate instructional materials/special adaptive equipment for each student;
- preparing purchase orders to be signed by the SERS director;
- coordinating instructional materials/equipment, SERS inventory, and location listing of fixed assets for local districts;
- informing SERS' users of new materials, computer software, equipment, techniques, and services of the SERS through newsletters, displays, and inservices;
- training personnel to use new materials and special techniques, and to adapt/modify instructional materials to meet students' learning needs;
- supervising processing/distribution of materials, books, computer software, and equipment according to approved procedures;
- purging designated instructional materials and equipment;
- coordinating the purchase and distribution of test materials for student assessment;
- providing a retrieval system to help teachers select materials to meet the individual educational plan of each student; and
- providing a professional library for staff and parents.

Para-Professionals (Secretary, Clerk/Aide)

- attending inservice meetings to learn about acquiring, processing, circulating, and accounting for materials;
- labeling all materials, preparing check-out cards and other items needed to process and circulate materials/equipment;
- maintaining an updated alphabetical file of current catalogs;
- notifying schools when instructional materials are ready to be picked up;
- completing work order requests to repair any equipment purchased through the SERS;
- checking materials for individual parts when turned in and repairing material if needed;
- completing all clerical tasks and maintaining records for accountability; and
- enhancing and maintaining the general appearance of materials, shelves.

ORGANIZATIONAL PLAN

An organizational plan will help establish an efficient and effective SERS. The plan should reflect the goals of a special education program. Criteria for developing a plan should include the size of the district/cooperative (geographic), and numbers and types of handicapped students. If possible, a system should be established which central office management will coordinate to distribute materials to districts, buildings, and/or classrooms. Other items to consider include:

Centralized Circulation Facility

If the plan selected for the SERS includes a materials center from which items are circulated, space for will be needed for the following:

- an area to shelve materials for daily check out;
- an area to store multiple copies or items that do not circulate regularly;
- a desk or counter to check out materials;
- an area to prepare materials for distribution;
- an area to check in materials to ensure that all parts are returned undamaged;
- an area where new materials may be examined or previewed by potential users; and
- any other areas of local need.

Administrative Center

If the plan selected for the SERS does not include a centralized materials storage facility, but does include an administrative center, space should be allocated for the following:

- an office area for professional staff;
- an area to receive and process materials;
- a small area to store materials that have been processed and are awaiting delivery to their assigned location; and
- a storage area or files for catalogs, purchase orders, accession records, assignment sheets, inventory cards, and similar items.

Mobile Unit

Large districts or cooperatives may want to distribute material via a mobile unit. The mobile unit can supplement either of the plans just described.

INVENTORY OF HOLDINGS

An inventory should show all materials currently held, their location, and present condition. The inventory should be conducted annually or as needed. It can be conducted on site by the teacher to whom the material is assigned or by a support staff member or supervisor. It could also be conducted on-site by a materials specialist or a person hired specifically to do the inventory. The inventory may also be done by bringing all the materials into a central location or a combination of this and an on-site inventory. A suggested inventory form is included in the Appendix.

HOW IS A MATERIALS COLLECTION OPERATED & MAINTAINED?

The organizational operation of a materials collection needs to be governed by established policies and procedures which reflect the users' needs. While these policies and procedures should cover all aspects of maintaining the materials collection, they will vary according to each SERS' physical structure, available space, staffing arrangements, and patterns of use. The following suggestions are intended to help in operating and maintaining a materials collection.

SELECTING & ANALYZING MATERIALS

When selecting media and materials, staff should consider:

- student needs as stated in the IEP by the ARD committee;
- instructional arrangement(s);
- teacher skills; and
- inservice needed to train teachers or support staff to use the media and materials.

There are no standard criteria for selecting materials for a handicapped student's instructional program. The chief consideration in selecting instructional materials and collateral parts is to determine whether the material can be used to do what its objectives state it will do. This consideration is influenced by:

- the purpose(s) of the instructional program;
- the student(s) engaged in the program;
- the learning or reinforcement of an essential element; and
- the classroom teacher.

One set of criteria for selecting instructional materials is included in the Appendix. An 'Analysis of Instructional Materials' form and suggestions for preparing the form are also included in the Appendix.

ORDERING

Catalog File
An up-to-date alphabetical file of publishers' catalogs will make ordering easier. The catalog file should be purged periodically to eliminate outdated information and to save file space.

Procedures for Purchasing
Purchasing procedures should be established by the district or cooperative fiscal agent business office. If requisitions originate at the SERS, a notebook which tracks the order is helpful. A file for purchase requisitions or purchase orders should be established. A receiving form attached to each purchase order is also helpful. Sample forms for a Purchase Order Notebook and Receiving Form appear in the Appendix.

RECEIVING

Materials should be checked upon receipt to ensure that the order is correct, complete, and intact. If there are any problems with the order, the publisher or vendor should be contacted immediately. After the order has been checked, the purchase order should be marked "received" and "approved."

ACCESSIONING & CLASSIFYING

Once a coding system and accessioning system are established, a para-professional can process the special education materials under the guidance of certified personnel.

Accession Book
An accession or call number is assigned to the material and entered in the accession book. One advantage in maintaining a serial accession list is that it provides a running total of all materials purchased, including duplicate copies.

Assigning Classification Numbers
The SERS should use the same subject coding system as the Texas system of SEIMCs which assigns eight-digit call numbers to materials. This system is simple and can be used with very little training. The first two digits of the call number designate the subject code and level (student or professional) of the materials. After the first two numerals are assigned for each item, the next four digits constitute the accession number. The remaining two digits of the call number designate the number of copies in the holding. For example:

65-0175-01 Math Subject Code (student-use material)
07-0502-03 General, Exceptional Children Subject Code (professional material)

A list of the SEIMC subject codes for student instructional materials (numbers 62 through 74) and for professional materials (numbers 01 through 29) follows.

Subject Codes
Use these codes as the first two digits of your call number, e.g., 65-0175-05. An asterisk (*) in front of the subject code could indicate computer software.

STUDENT MATERIALS

62 Language Arts
63 Social Studies
64 Health/Safety/Physical Education
66 Vocational & Guidance
67 Music, Art, Drama
68 Perceptual & Motor
69 Science
70 Materials for Visually Handicapped
71 Materials for Hearing Handicapped
72 Equipment
73 Furniture
74 Social/Emotional

PROFESSIONAL MATERIALS

01 Language & Language Problems
02 Neurology & Neurological Impairment
03 Cerebral Palsy
04 Child Development
05 Emotionally & Socially Disturbed
06 Curriculum Guides
07 Exceptional Children, General
08 Gifted
09 Hearing
10 Medicine
11 Mental Retardation
13 Reading
14 Remedial Education
15 Speech
16 Testing & Research
17 Vision
18 General Education
19 Programmed Education
20 Psychology
21 Crippling Disease
22 Culturally Disadvantaged
23 Music, Drama, Arts & Crafts
24 Information Science
25 Inservice Education
26 Instructional Materials & Materials Centers
27 Health, Physical Education
28 Multi-Handicapped
29 Vocational & Career Education
90 Testing Instruments

SAMPLE ONE-PAGE ACCESSION LEDGER SHEET

Number	Title	Publisher/Distributor	Date Purchase	P.O. Number	Purchase Price	Funding	Capital Outlay #

A separate ledger is used for each subject area. Each title is assigned call numbers beginning with the appropriate two-digit subject code numerals for each title beginning with -0001, and so on as TITLES change.

CATALOGING

Catalogs of SERS' holdings can be in various forms, including book or card catalogs. These can either be manually produced or computer generated. Since card catalogs are easier to update and maintain and a variety of lists can be generated from the cards, this section will deal with card catalogs only.

Catalog entries should include the title of the material, the accession number, educational level, price at time of purchase, list of contents, a brief annotation, copyright date, name of author or producer, vendor's name and address, date of purchase, purchase order number and funding source.

SAMPLE CATALOG CARD

NAME OF SERS
TITLE: Logos 1A Program
CONTENTS: Teacher's Guide
Student Record Book
Scope & Sequence Chart
Teacher/Student Cassette
230 Activity Cards/Answer Cards

NUMBER: 62-4108-01
LEVEL: Primary
PRICE: $98.50

Logos Reading Program is an individualized competency-based reading skills development program designed for the primary and remedial classrooms. Logos stands for Learning Objective Goals of Students. Largely a pupil operative reading program, Logos provides creatively for a wide range of individualization and for strong student motivation. A reading program designed to supplement any reading system.

COPYRIGHT DATE: 1984
AUTHOR: Charles Swatt
VENDOR: Educational Products, Inc.
1211 West 22nd St.
Oak Brook, IL 60521

DATE OF PURCHASE: 4/24/84
PURCHASE ORDER #: 11183
FUNDING SOURCE: Fed. PL 94-142

Labeling
Once an item has been assigned a number, it may then be passed to a SERS clerk for labeling, circulation cards and pockets, date-due slips, and an inventory and/or content list to be placed inside each item. The contents list encourages users to return all parts and helps SERS staff ensure that all parts and pieces are ready for the next user. The contents list may be clipped from the publisher's catalog or typed separately and afixed inside the top lid of a kit or in some other easily accessible spot.

SAMPLE CONTENTS LIST

Logos 1A Program Contents:	
1 Teacher's Guide	1 Student Record Book
1 Scope & Sequence Chart	Teacher/Student Cassette
230 Activity Cards	1 Activity Answer Card

Another label can be attached to the cover of the material as a reference for the teacher.

SAMPLE LABEL FOR TEACHER REFERENCE

62-4108-01
Logos 1A Program
Level: Primary
$98.50
Educational Products, Inc
1211 West 22nd St.
Oak Brook, IL 60521

Circulation Cards
The circulation card includes the title and accession number of the material, the person to whom the material is issued, and the date due. Other cards with more information may be printed locally or purchased from a library supply company.

DISTRIBUTION

A major consideration in developing a materials system is a means for distribution. There are several options or combination of options for establishing a distribution system. A central distribution point, serving an entire district or cooperative, could be established. Or, several distribution points could be set up to serve specific geographic areas within the district or cooperative.

Any number of systems can be used to request, check out, and return materials. For example:

- a district-level or SERS-level mobile delivery system could pick up and deliver material to and from school buildings;
- material could be circulated by district or cooperative support staff traveling to various campuses; or
- users could personally check out and return materials from a central location.

Circulation Procedures
Personnel responsible for operating the SERS should see that loan periods are set for all materials. The time periods will vary according to the type of material, the frequency of its use, and the needs of students. When the item is checked out, the due date should be written or stamped on the book card and on the date due slip.

Cards for materials that are checked out can be filed by date due, material call number, school location, or the name of the teacher using the material. The method selected should be used consistently.

PURGING

A systematic process for discarding, replacing, and repairing items is vital to maintaining a timely, useful, and attractive materials collection. Materials should be purged either as needed or after the annual inventory.

The SERS materials specialist/coordinator is responsible for determining what to purge, based on staff recommendations. The SERS clerical staff can perform the actual purging. Procedures in the purging process include:

- remove all library pockets and cards;
- pull the matching card from the card files;
- enter the materials into the Purging Record Book including accession number, name of material, school/program, date purged, and reason;
- destroy one of the cards;
- mark the other card "purged;"
- file in the card file for a permanent record;
- place material in a box marked "Grab Bag" for teachers to take for games or other teacher-made classroom materials; and
- purge capital outlay items which have been purchased with federal dollars according to federal guidelines and with state approval.

HOW IS A SERS EVALUATED?

The following questionnaire will help you determine where you are in the development of your Special Education Resource System. It is reprinted with permission from Region IV Education Service Center SEIMC, Houston, Texas.

A. **Users**
   1. How are eligible users certified?
   2. How many eligible users?
   3. How many have used the services?
   4. How far must users travel?
   5. How many methods of delivery are used?
      a. Walk-in patrons
      b. Van delivery
      c. Mail
      d. Other
   6. Hours of operation? Are they adequate?

B. **Collection**
   1. Acquisition policies: Who selects?
      a. Do these account satisfactorily for variations in holdings? (e.g., if there is no secondary material, is it because there are no secondary programs to support?)
      b. Is there a plan for acquiring materials with current monies, to eliminate weak areas, etc.? What sources used for selection?
   2. Are currently held materials adequately processed for use? Cataloged; labeled reinforced, well-packaged; book cards; contents lists? If not, what are plans for doing this?
   3. Are other types of materials held? (Training packages, professional reading, journals, appraisal instruments, reference books, teacher-made, regular education, other) How are these acquired, processed, accessed?

C. **Circulation**
   1. Time period? Does it vary for different types of materials?
   2. How many materials circulate during a given time period?
      How many per category?
      What percentage of the collection?
      How many items per user?
   3. What circulation records are kept?
      How are figures used? (e.g., to determine areas to concentrate buying in; where to add more copies of a material, etc.)
      Are other circulation records needed? What and why?
   4. Are materials booked in advance?
      What procedures are used, if any?
      Are "holds" placed on materials?
      Are renewals allowed?
   5. Are fines charged?
      How are they assessed, collected, recorded, spent, if so?
   6. Are circulation policies and procedures on record?
   7. What changes might be considered to allow greater/easier/more equal access to materials for all users?

D. **Cataloging**
   1. What type of catalog is kept?
      How accessible is it to users?
      What access does it give to material: author, title, format, subject, other?
      Is it adequate to meet the needs of users? If not, are there plans for change or expansion?
      How are needs determined?

2. Are procedures for cataloging firmly established to insure standardization of the catalog record? Do they conform, as far as possible, to accepted procedures? What source of information was used to establish procedures?
3. Who does cataloging?
   How is that person trained?
   Are other sources of cataloging data used, such as commercial cards, catalogs? If not, might these be helpful.
4. How are new materials processed for circulation?
   Are labels adequate in numbers, easy to read, firmly attached?
   Is packaging adequate?
   Are there book cards?
   Are there contents lists?
   Are funding sources marked on materials?
5. Who does processing?
   Is the flow of work smooth from receipt of material through cataloging and processing?
6. Are processing supplies adequate?

E. **Physical Facilities**

1. Is there adequate space to house materials so that they look attractive and can be easily examined by users? (if applicable)
2. Is shelving adequate?
3. Is there adequate and sufficient work space for preparation of materials?
4. Is there storage space for supplies, new materials, etc.?
5. Is there a typewriter? Is the number of typewriters sufficient?
6. Is there provision for card catalogs, publishers' catalog files, record storage?
7. Are there facilities for groups for demonstrations, inservice meetings?

F. **Ordering**

1. Who orders materials after they are selected?
2. How can the status of an order be determined?
3. What forms are used?
4. Are expenditures recorded so that numbers of materials purchased and monies encumbered can be determined at any time?
5. What happens when an order is received? Is it systematically checked and the purchase order marked? Is the material marked with order number, price, date received, funding source?
6. Are procedures recorded to insure standardization?

G. **Information Retrieval and Dissemination**

1. Does the SERS provide access to any computerized retrieval services? If so, how does a teacher access these?
   How is information about their use disseminated?
   How is training in their use accomplished?
2. Are manual information retrieval programs available?
   How does a user make use of these?
   How are users trained in their use?
3. What other sources of information on instructional materials are available:
   National Information Center for Educational Materials (NICEM) Indexes?
   SEIMC Catalogs? *Textbooks in Print? Westinghouse Learning Directors?* APH Catalogs? *Educators Purchasing Guide? National AV Center catalogue? Behavior Resource Guide?* Publishers' catalogs? Others?
   How can users access them?
   Are users provided assistance in their use?
4. How do patrons receive information about new materials?
   Newsletter? Mailings? Posted lists? Catalogs? Computer printouts? Faculty meetings? Scheduled demonstrations? Regular exhibits? Others?

5. How do patrons receive information about other services?
   Newsletter? Mailings? Posted lists? Catalogs? Computer printouts? Faculty meetings? Scheduled demonstrations? Regular exhibits? Flyers? Brochures? Orientation tours? Others?

H. **Other Services**
   1. Are training services offered in materials selection?
      Materials utilization? Materials adaptation/modification?
      Materials development? Teacher-made materials? Other?
   2. If training is offered, is it given informally, on a one-to-one basis? Informally, in small groups? In more formal, planned presentations?
      Are these held regularly?
   3. Are there facilities for materials production?

I. **Staff**
   1. How are support staff used (i.e., do they do training, do they deliver materials)?
   2. Are job descriptions available? Do they cover the following areas:
      a. Possible administrative responsibilities
         i. financial and programmatic accountability for the SERS
         ii. needs assessments
         iii. liaison-type activities with school personnel, parents or ESC/SEIMC staff
         iv. evaluation
      b. Possible professional responsibilities
         i. technical assistance or inservice training for eligible users
         ii. matching appropriate media and materials to specific learning needs
         iii. correlating media and materials to district curriculum/essential elements
         iv. selection of material for purchase by the SERS
         v. developing written procedures for SERS operation
         vi. other similar activities
      c. Possible para-professional activities
         i. processing materials
         ii. maintaining the collection
         iii. circulating the materials to eligible users
         iv. assisting clients
         v. correspondence
         vi. other activities as assigned
   3. What records are kept?
      Circulation?
      Users assisted?
      Financial?
      Workshop reports?
      Other?

J. **Written Procedures**
   1. Are there written procedures for the operation of SERS?
   2. Are written procedures current?
   3. Are they approved by the district Board?

K. **Accountability and Evaluation**
   1. Are you currently able to account for the expenditure of funds received for special education materials?
   2. Do your records reflect materials that have been purged?
   3. Are you assessing the media and materials needs of the teachers in the district?
   4. How do you evaluate the quality of the services that are being rendered?

APPENDIX

Manual System of
Special Education Materials Inventory

School Building

School District

Teacher's Name

Date

Person Reporting/Completing Inventory

Instructional Arrangement

Subject Code (SERS #)	Quantity	Series and/or Title	Present Condition Note any missing pieces, parts, or guides
		EXAMPLE	

Criteria for the Selection of Instructional Materials

The following considerations should be made when instructional materials are selected for acquisition and use with exceptional children and/or youth.

External Considerations

1. Designation of user population—who will have access to the materials; if materials are to be located in a center, the number of teachers and the number of students to be served by those teachers should be determined;

2. Stipulation of kinds of learning problems evidenced by the students who will be assisted through the program;

3. Indication of instructional settings in which the teacher(s) will be working (self-contained classroom, resource room, itinerant teacher, aide-directed activity, etc.);

4. Specification of areas of need within content and/or the cognitive-perceptual areas (reading, mathematics, language development/auditory, visual, perceptual-motor development, etc.);

5. Identification of community considerations (multi-ethnic, urban, etc.);

6. Physical arrangement (open-classroom concept, team teaching, etc.).

General Considerations

1. Is the material different from other materials now available?

2. Is the material already state-adopted for regular education and available to special education teachers?

3. Does the material appear to be usable by individuals with learning problems—are there safety features which need to be considered?

4. Does the material fit the specific needs of the students and teachers
   - for developmental learning?
   - for remediation?
   - for supplementary or reinforcing instruction?
   - for correlation to essential elements in the IEP?
   - for tutorial instruction?

5. Is the material adaptable to the "Effective Teaching and Supervision" systems in use in local districts?
   - Lesson Cycle
   - Effective Teaching Practices
   - Supervision

6. Is the cost within budgetary limitations?

7. Is equipment necessary for utilization? If yes, does the budget allow for purchase?

8. Is any part of the material consumable? If so, are replacement parts easily available? Is the price reasonable and does the budget provide for replacement parts?

Specific Considerations

1. Is the material provided by a reliable firm which has consultants in the field of education and the specific content or learning areas?

2. Is the vendor available for follow-through activities of training of teachers in use of the material, servicing of equipment, supplying revisions of materials, etc.?

3. Are teaching objectives stated in behavioral terms?

4. Curriculum Emphasis:
   Does the material fit the existing objectives of the curriculum?
   Can the material be extended to other phases of the curriculum?

5. Content:
   Is the material organized for sequential development of concepts/skills?
   Does it enable the student to practice and maintain concepts/skills?
   Is there provision to evaluate progress for the student?
   Does it allow the student to explore, do problem solving, discover?
   Does it allow flexibility?
   Does it provide for individual differences?
   Will the material motivate the student to learn?
   Are the sensory approaches applicable or appropriate?
   Are essential elements addressed?

6. Appropriateness:
   Is the content appropriate?
   Is the interest level appropriate for the age group?
   Is the reading level valid and appropriate?
   Is the vocabulary appropriate?
   Are the graphic illustrations clear and appropriate?

7. Instructions:
   Are the instructions for the student clear, concise, easily understood?
   Are the instructions for the teacher appropriate and easily followed?
   Do the instructions allow for independent use by the student?

8. Physical Characteristics:
   What is the format (textbook, kit, programmed material, etc.)?
   Is the type size, paper, binding, material used in construction of good quality?
   Is the material portable? What is the storage factor?
   How many pieces are included in the set or program?
   Does the material appear to be durable? Are replacement parts available?

9. Will the material require inservice training by the users? If yes, is this training available from the producer? If so, in what format? At what cost?

10. Will the material require adaptation or modification for use?

11. Is there information available indicating field testing or classroom research in the utilization of the material with learners?

12. Is this the best material to accomplish the objectives for this price?

Analysis of Instructional Materials

1. Title: _____

2. Price: _____

3. Publisher: _____

Address: _____

_____

Phone: ( ) _____

4. Copyright Date: _____

5. Content Area: _____

6. Format/Presentation:

	Yes	No
Developmental		
Remedial/Tutorial		
Consumable		
Teacher Directed		
Independent Study		
Large Group		
Small Group		
Multi-Media Kit		
Teacher's Guide		

7. Modality/Process:

Input: _____

Output: _____

8. Equipment Needed: _____

9. Essential Element(s):

_____

_____

_____

_____

_____

_____

_____

10. Instructional Level: _____

11. Interest Level: _____

12. Reading Level: _____

13. Readability Formula: _____

14. Presentation Time: _____

15. Physical Characteristics:

	Yes	No
Many Pieces		
Durable		
Good Packaging		
Replaceable Parts		

16. Description: _____

_____

_____

17. Objectives: _____

_____

_____

Suggestions for Completion of the Analysis of Instructional Material Form

1. **Title:** List the complete title, with secondary title, if indicated. Indicate what edition the material may be; indicate if it is a revised edition.

2. **Price:** List the price for the item. If the item is a total program or a kit, the price(s) for each of the components or separate pieces may be listed.

3. **Publisher:** List the company offering the material for sale and the company that produced the material.

4. **Copyright Date:** List the copyright date which appears on the item. If the item is reprinted from an earlier copyright, you will want to indicate the date of copyright and then show the printing, i.e., c1969, 7th Printing.

5. **Content Areas:** Indicate the content area [Language Development, English Composition, Grammar, Reading, Handwriting, Mathematics, English as a Second Language, etc.].

6. **Format/Presentation:** Indicate the form of the material, i.e., multi-media kit, consumable; as well as the design for application, i.e., independent study, small group.

7. **Modality/Process:** Indicate the modality/process which will be utilized in presenting the material to the learner and the learner's output or response. For example, the input may be a fine visual-motor process (arrangement of pictures in a sequence) and the learner's output may be visual memory or recall and fine motor activity (when he has to take the cards which have been picked up and handed to him, and rearrange them as they had been placed on the table or desk).

8. **Equipment Necessary:** List the equipment and other media which will be needed in the presentation of the material.

9. **Essential Elements:** A list of minimum skills and concepts to be taught in the various academic areas as identified in the *State Board of Education Rules for Curriculum*.

10. **Instructional Level:** Indicate the educational level of the material as suggested by the producer.

11. **Interest Level:** Indicate the interest level of the material. This may be done by indicating that the material is appropriate at the Infant Level, Early Childhood Level, Nursery-School Level, Kindergarten, Primary Grades, Middle School/Intermediate Grades, Junior High School, Senior High School, Adult Basic Education Level.

12. **Reading Level:** Show the overall reading level of the material. If the information is available, indicate the reading level of the material at the beginning and at the end.

13. **Readability Formula Used:** If a reading level is indicated, note the formula by which the reading level was ascertained.

14. **Presentation Time:** Two time allotments should be available to the user: (1) How much time per day or per lesson is suggested, and (2) the suggested length of time for using the material, i.e., 280 lessons, 1 year's program, 15 lessons, 7 etc.

15. **Physical Characteristics:** Indicate the number of pieces (if a kit, game, etc.), size of print, quality of paper or cardboard on which printed, graphics, or illustrations—their quality and appropriateness, portability, storage factor, durability, etc.

16. **Description:** Give an overall description of the material.

17. **Objective(s):** Cite the objective or objectives indicated by the producer of the material being examined.

Purchase Order Notebook

Order No.	Date Ordered	Requisition No.	Vendor	Paid	Amount
0-5097	4/ 5/86	65	IBM Corporation	5/13/86	$26.40
LM 58632	4/13/86	66	H.W. Wilson Company	5/18/86	9.00
LM 57428	4/14/86	67	Macmillan Publishing	5/18/86	4.67

EXAMPLE

Receiving Form

Requisition Number _____ Purchase Order # _____

Date of Req. _____ Date of Order _____

Vendor or Publisher _____

Address _____

Shipment Received _____ (*date*) Incomplete, Missing Items _____

Prepayment Made _____ (*date*) Damaged Items _____

Invoices Received _____ (*date*)

Payment Made _____ (*date*) Follow-up Letters Sent _____ (*dates*)

Funds Encumbered _____ Notes _____

Funds Cancelled _____

Funds Disbursed _____

Special Education Resource System

The Special Education Resource System is the Dallas ISD collection of learning and teaching materials, procedures, curriculums, professional references and media. Its purpose is to match materials and supplies to Special Education classrooms, based on specific needs and handicapping conditions. Appropriate training, in the use of materials, is provided upon request. Mrs. Fannie McClure serves as the SERS coordinator; materials specialists serve at each SERS location and consult in classrooms.

WHO? All Special Education teachers and support staff are eligible to use the SERS.

WHAT? The following resources are provided by the SERS:

1) Technical assistance in matching materials to handicapping needs

2) Commercial, instructional materials

3) Patterns, equipment, and suggestions for creating teacher-made materials

4) Career-ladder staff development sessions, which are optional for Special Education teachers

5) Reinforcement items for motivation of specified special education students

6) Assessment materials to document achievement of educational goals

7) Hygiene supplies, where needed instructionally or due to handicapping need

EXAMPLE
SERS Information Sheet

EXAMPLE
SERS Newsletter

SERS IN KEEPING WITH THE TIMES. . .

is moving ahead

Reading

- ATTENTION: EDMARK READING PROGRAM USERS!!!

Edmark Reading Program, Level 2—is now available at SERS

— Completion of Level 1 is a prerequisite to Level 2
— Introduces 200 additional new words while reinforcing the 150 words in Level 1
— With reading vocabulary of 350 words, students will be reading between a 2.5 and 3.5 grade level

Even Non-Readers Can Learn Success Stragtegies—How?

- **Swain Beginning Reading Program**

Essentials of the program include:
— Use of familiar words
— Decoding words by sight and sounding out
— Learning to read in phrases

- **The Three I's Program**

A whole language experience for grades 2-6. A total reading program or as a supplement to any basal program, the Three I's covers all the Language Arts—listening, speaking, reading and writing.

Includes 80 books, 60 Student Resource Cards, Cassette Tapes, Theme Posters and a Teacher's Resource Book.

- **Bestsellers**

Reading Level 1.8-4.0
Interest Level 6-12

Award Winning Books!

Best Sellers I, II and III class sets are NOW available!

- **Text Extenders for Grades 1-6**

Custom built to complement your basal reader.

Text Extenders are collections of books designed to match or expand upon the themes, stories, or skill lessons of specific basal readers.

Available at SERS:

Harcourt-Brace-Jovanovich 1-6
Ginn Reading Program 2-6
Economy Company 1-6

- **Spiral I and II Kits**
(For older students)

Spiral I (Reading Levels 2.0-3.5)

Spiral II (Reading Levels 3.0-4.5)

Major themes include teenage problems and choices, mystery-supernatural, sports, biography, true adventure, vocational guidance and the future.

- **Hammond**

Map Skills Transparencies
Set 1 (Levels K-3)
Set 2 (Levels 4-6)
Each set contains 40 transparencies each and a teacher's manual.

and staying ahead

Speech

- **Taped Articulation Therapy/R/New from DLM**

  Suggested for students 6-11 years

  Also available Taped Articulation Therapy/S/ for practice and remediation of the S sound

- **Seasons Articulation Card Games**

  Practice makes perfect and practice with lots of fun-when students use DLM's new Seasons Articulation Card Games to perfect their articulation of the difficult /R/ and /S/ sounds.

Perceptual Motor

- **Discovery Toys**

  Discovery Toys Pull Toy—natural wood (Birth-3)
  Combi Puzzles—Spain (Birth-3)
  Finger Play—England (Birth-3)
  Measure Up Cups—Set of 12 (Birth-3)
  Shapes & Stencils (3-5)
  Quick As A Cricket Book—Moods (3-5 or higher)
  Big Pegboard—England (3-5)
  Girocolor Game—Spain (3-5)
  Sandcastles & Snowflakes—Creative Learning Book (3-5)
  Four First Games—West Germany (3-5)
  Symmetrix—West Germany (3-5)
  Do You Remember—Spain (5-8)
  Childrens Quiz—West Germany (8-adult)
  The above toys and games range often higher in age than the exact age given.

Computer

- **New Periodical *Teaching & Computers***

- **Software Program**

  Language Arts—Word Master, Vocabulary Skills, Whole Brain Spelling, Spelling Whiz, Following Directions, Cause & Effect, Logo Language, Crossword Magic, Memory Myth, Facemaker, Go to the Head of the Class, Word Radar, Verb Viper, Fat City, Chivalry, Crypto Cube Word Puzzle, Speed Reader II

  Math—Alien Addition, Algebra 2, Ratios & Proportion, Minus Mission, Metero Multiplication, Demolition Division, Golf Classic, Alligator, Dragon Mix, Frenzy/Flip-Flop, Aliencounter/Face Flash, The Math Doctor, Algebra Arcade

  History—Game of the States

These are but a few of our selections.

Report of Stolen or Damaged Materials or Equipment
Alief Independent School District

School: _____ Date: _____

Teacher: _____ Program: _____

Description of Materials or Equipment: _____

_____

SERS No. _____ Alief ISD Tag No. _____ Serial No. _____ *(if any)*

Vendor: _____

Check (✓) one:

Stolen _____ Damaged _____ Lost _____

Comments: _____

_____

EXAMPLE

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701
AD8 330 02
August 1988